Foundational Concepts of Professional Nursing I
N1060/NRS7065

Fall 2016
Course Professors: Western Site
Karen Ferguson, RN, MHSc(N)
Judith Moore-Hepburn, RN, MScN

Teaching Assistants
Samantha Latt, RN, BScN (Section 001)
Danae Coggins, RN, BScN (Section 002)

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FOUNDATIONS OF PROFESSIONAL NURSING I  
N1060/NRSG 7065

Calendar Description:
This course provides an introduction to the philosophical, theoretical and ethical tenets of the nursing profession. The historical development of the profession, image of nursing, roles of nurses in the interprofessional team, and the framework for Registered Nursing practice in Ontario are explored. (3 hours/week)

Expanded Course Description:
This course focuses on nursing students’ beginning understanding of theoretical, philosophical, and ethical foundations of the nursing profession and nursing practice. The development of the profession, roles of nurses, locations of nursing practice, the provision of person-centered collaborative care, and essential elements of nursing practice will be examined. In addition, you will be introduced to strengths-based nursing care and ways of knowing in nursing and.

Various teaching-learning approaches will be used in this course, which may include online discussions, self-directed learning, guests, group presentations, and written assignments. Through the various assignments, students will begin to reflect on their understanding of the history of the profession and the importance of caring in nursing practice, and the role of nurses in global health issues.

Essential elements for the success of each class are preparation and regular and active participation. The engagement with peers, guests, and course instructors, materials and activities to develop, share, analyze, and critique ideas will enable students to gain knowledge of course concepts and attain the course objectives. Course activities and assignments will assist students to develop the beginning capacity for use of reflective thinking, critical-analytical reasoning, scholarly writing, and collaborative-consultative communication.

Course Goals:
1. To understand the influence of the four foundational program concepts: ways of knowing, culture/context, time/transitions, and personal meaning upon professional nursing practice.
2. To develop an understanding of how health and health care are structured in Canada, and the implications to the profession of nursing.
3. To describe the evolution of professional nursing practice.
4. To understand the relevance of professional, interprofessional and nursing informatics competencies as they apply to nursing.
5. To understand the professionalism of nursing, including professional organization, nursing associations, unions, and regulatory bodies.
6. To develop an awareness of self and professional nursing roles in the context of interprofessional collaborative practice.

7. To begin developing an awareness of nurses as leaders in a global context.

8. To introduce the philosophy of strengths-based nursing care, ethical standards and the theoretical foundations of the profession of nursing.

Major Concepts in the Course:

Persons
- Clients
- Diversity
- Personal meaning
- Ways of knowing
- Time/transitions
- Context/culture

Health and Health Care
- Health
- Health promotion
- Primary health care
- Interprofessional collaborative practice
- Health care system

Nursing
- Caring
- Client centered care
- Holistic care
- Strengths-based care
- Critical social theory
- Collaboration
- Advocacy
- Evidence informed practice
- Professionalism

Environment
- Social determinants of health
- Globalization
- Political influences

National Entry-level Nursing Competencies Addressed in the Course:
- Professional responsibility and accountability (#1-3, 8 & 10)
- Knowledge-based practice (#24, 27, 29, 31-35)
- Competent application of knowledge (#45, 46)
- Ethical practice (#75, 76, 80, 86)
- Service to public (#87, 88, 90, 93)
- Self-regulatory (#95-100)

Interprofessional Competencies Addressed in the course:

- Interprofessional communication
- Role clarification
- Patient/Client/Family/Community-centered care
- Team functioning

Canadian Association of Schools of Nursing (CASN) Nursing Informatics Entry-to-Practice Competencies addressed in the course:

- Information and knowledge management
- Professional and regulatory accountability

How this Course will contribute to your development as a Professional Nurse

The knowledge gained from this course is important in all aspects of nursing practice. This course will assist you in developing your professional self through looking at the evolution of nursing to nurses’ current roles within an interprofessional health care team.

How this Course will contribute to your development as an Interprofessional Team Member

The knowledge, skills, and attitudes you develop in this course will provide you with a better understanding of your role as a nurse in working with other team members. You will also see the importance of the role of the client and their family in working within health teams and seeing how, when team members work together, there is a combined benefit to their clients.

How We Will Work Together

We believe in the creation of a caring community within the classroom setting which will positively affect your interactions outside of the classroom as well. Teachers will serve in the role of facilitator to assist you to reach your goals. Group activities are a common teaching approach to provoke discussion of course concepts and assist you in self-reflection and in developing skill in knowing the other. You are encouraged to bring electronic devices that will facilitate access to resources for group work done in class.

Students who are in emotional/mental distress should refer to MentalHealth@Western http://www.uwo.ca/uwcom/mentalhealth/ for a complete list of options about how to obtain help.
Course correspondence

To maintain the confidentiality of correspondence between students and course professor and/or Teaching Assistant(s), all electronic correspondence must take place within the course site on OWL (Western site students) or Fanshawe on line (FOL – Fanshawe site). DO NOT send emails through the regular email system. You are expected to check the course site regularly for any messages/announcements posted by the course professor and/or Teaching Assistant(s).

Required Resources and Texts


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
<th>Course Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Assignment #1: Group Charter [total 5%]</td>
<td>All course goals are present in classes throughout the course</td>
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<td></td>
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<td>Assignment #2: Online Study Questions [total 15%]</td>
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<tr>
<td>2</td>
<td>What is nursing? What have I got myself into?</td>
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<td>3</td>
<td>Patterns of Knowing in Nursing</td>
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<td>4</td>
<td>Canadian Nursing History</td>
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<td>5</td>
<td>Understanding Canada’s Health Care System</td>
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<td>6</td>
<td>Approaches to Health, Illness &amp; Wellness</td>
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<td>7</td>
<td>Role of Nurses in our Global Society</td>
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<td>8</td>
<td>Mid-term test + Group Presentations</td>
<td>Mid-term test [total 20%]</td>
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<td></td>
<td></td>
<td>Assignment #3: Conceptual Connection [total 30%]</td>
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<tr>
<td>9</td>
<td>Group Presentations (continued)</td>
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<tr>
<td>10</td>
<td>Relationships with Others – Teamwork</td>
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<tr>
<td>11</td>
<td>Knowing more about the Profession</td>
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<tr>
<td>12</td>
<td>Nursing Theory</td>
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<tr>
<td>13</td>
<td>Pulling it all together</td>
<td></td>
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<td>Final Exam December Exam Period [30%]</td>
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Opportunities to Demonstrate Learning

Assignment #1: Group Charter (5%)
Due: no later than 1200 September 16, 2016

In groups as assigned by the professor, students will use the template provided to create a group charter that will guide the conduct of all members throughout the term. Completed charters must be submitted electronically to the correct Assignment dropbox. The file extension for this uploaded assignment must be submitted by one group member only and should include group number, surname of each group member listed alphabetically and assignment number e.g. Group 1_ClarkKindreeLeeRowanTangZeebring_1.

Assignment #2: Online Study Questions (15%)
Due: within 48 hours of the end of class in which the pair is assigned

In pairs as assigned by the professor, students will create a question and answer based on key class concepts discussed in one class. Several groups will be randomly assigned each week. Each group will ‘sign up’ for the focus concept at the end of class and submit the question and answer, including rationale, to the Assignment drop-box within the allotted time frame. A selection of questions and answers will be posted by the professor to the course site and will be available for all students to use as they review course material for the final exam. This assignment must be uploaded electronically by one student only to the correct Assignment dropbox. The file extension for this uploaded assignment must include each surname listed alphabetically and assignment number e.g. ClarkKindree_2.

Mid-term test (20%)
November 1, 2016 (in-class)

Using a variety of question formats, the test will examine concepts explored in weeks 1-7 of the term.

Assignment #3: Conceptual Connection (30%)
Group Presentations Due: Presentations occur Nov 1 OR Nov 8, 2016
Individual Summary Due: November 1, 2016

The goal of this assignment is to achieve insight regarding the patterns of knowing and how Myra Bennett applied these to her practice as described in the biography *Don’t have your baby in the dory. A biography of nurse Myra Bennett* (Green, 2012).

Student groups will be determined at the beginning of the term. Each student is expected to read the biography.

For part one, students will do the following:

**Group Presentation** (10%)
- Read the biography and select a vignette to consider from the perspective of patterns of knowing
• Using aesthetic means, describe how each pattern of knowing was part of Myra Bennett’s approach
• Present the vignette and aesthetic work in class
• A randomly assigned group using a standard marking rubric will mark each group’s work
• Students who do not participate in peer evaluation as assigned will have up to 5% deducted from the group mark – this will only affect individuals, not the entire group

For part two, students will do the following:

**Individual Summary (20%)**

• Through the theoretical lens of strengths-based care, describe how your understanding of the concept of caring as a nurse has been influenced by reading the story of Myra Bennett
• The summary must include a title page, and not exceed 600 words. The summary should be double spaced and in Times New Roman, 12 pt font. You must include one scholarly nursing reference. The summary must be formatted in the APA (6th ed.) style. This assignment must be submitted in both electronic and hard copy format. The file extension for this uploaded assignment must include student surname, initial, and assignment number e.g. ClarkJ_3.

**Final Examination (30%)**  
**In the Examination Period**

This examination will provide an opportunity for students to demonstrate their understanding of course concepts and beginning application to their role as a student nurse and development of a professional way of being. Course concepts from the entire course will be included.
Summary of Opportunities to Demonstrate Learning

<table>
<thead>
<tr>
<th>OPPORTUNITIES TO DEMONSTRATE LEARNING</th>
<th>COURSE GOAL(S) ADDRESSED</th>
<th>VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Charter</td>
<td>2,4,5,6,7</td>
<td>5%</td>
<td>Week 1</td>
</tr>
<tr>
<td>Online Study Questions</td>
<td>1-8</td>
<td>15%</td>
<td>As assigned (once only)</td>
</tr>
<tr>
<td>Mid-term test</td>
<td>1-4, 8</td>
<td>20%</td>
<td>Week 8</td>
</tr>
<tr>
<td>A Conceptual Connection</td>
<td>1-4, 6</td>
<td>30%</td>
<td>Groups presentations</td>
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<tr>
<td>[Group presentation 10%]</td>
<td></td>
<td></td>
<td>Weeks 8 &amp; 9</td>
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<tr>
<td>[Individual summary 20%]</td>
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<td></td>
<td>Individual Summary</td>
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<tr>
<td></td>
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<td></td>
<td>Week 8</td>
</tr>
<tr>
<td>Final Examination</td>
<td>1-8</td>
<td>30%</td>
<td>Exam Period</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
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</tbody>
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PLEASE NOTE: Do not make travel plans until the Mid-Year exam schedule is finalized. Exam Period: December 10-21, 2016 inclusive.

You may arrange for a test take-up if you submit a written/e-mail request to a course professor within 14 days of the posting of the test/exam results. A take-up session will be arranged with the date and time posted on the course site by the course professor.

Students and faculty are required to read the Undergraduate BScN Programs Manual and be familiar with its contents. The Program Manual is available for Western students on Sakai in the Undergraduate Student Information (https://owl.uwo.ca), and for Fanshawe students OnLine in the Collaborative Program virtual homeroom at www.fanshaweonline.ca

Students need to check the OWL course site at least weekly to ensure they are up to date with course related information. Correspondence with the course professor MUST take place in the course mail system, and NOT through your Western email account.

Policies
All policies related to assignments are in the Undergraduate BScN Programs Manual on the Western web site at owl.uwo.ca and on the Fanshawe College web site in the Program manual located in the Virtual Home Room at www.fanshaweonline.ca Please read the policies on Accommodation for Medical Illness-Undergraduate Students and Student Medical Certificate.

Scholarly Requirements
In this program, scholarly writing is a requirement. Therefore, all scholarly papers will follow the sixth edition of the Publication manual of the American Psychological Association (2010), which includes guidelines for both content and format. In addition, all other writing will follow APA (6th ed.) format when citing or referring to an author’s work or ideas. Failure to do so is unethical and is plagiarism.

Plagiarism
Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence...
or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. You are self-plagiarizing when you reuse all or part of an assignment that you previously submitted. Students can not present their credited work as new scholarship. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual).

Western site students: http://www.westerncalendar.uwo.ca/2013/print_pg113.html#
Fanshawe site students www.fanshawec.ca/assets/policies/pdf/2g04.pdf

Assignments and Exams
Please refer to the following site specific links for information on penalties for late assignments, re-grading of assignments, and the protocol for missed mid-term or final exams. Undergraduate BScN Programs Manual for Westerns academic guidelines owl.uwo.ca or Fanshawe College Policy Manual for Academic Policies and Procedures http://www.fanshawec.ca/assets/policies/pdf/2c02.pdf

Electronic Devices
Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself.

Attendance
Due to the significance of theoretical and practice knowledge in developing professional competence, students are expected to demonstrate professional responsibility through regular attendance at, and, participation in all scheduled learning activities. Much of the learning that takes place is a result of preparation and engagement with the material and active dialogue with colleagues and faculty.

Mental Health
Students who are in emotional/mental distress should refer to the following links for a complete list of options about how to obtain help.
MentalHealth@Western http://www.uwo.ca/uwocom/mentalhealth/

Student Safety
Please refer to the Undergraduate BScN Programs Manual section on Student Safety Concerns: Guidelines for Responding in the Practice Setting Environment and the Student Safety Flow Chart found on the Undergraduate Programs site at owl.uwo.ca, or Fanshawe, Safe College Campus, 2008 www.fanshawec.ca/assets/policies/pdf/1d05.pdf

Learning Skills Services
The Student Development Centre at Western provides free support for all students to strengthen their skills and improve or maintain their academic performance. The focus is on helping students learn and study more effectively so that they can achieve their academic goals. You can
find out more about this service at www.sdc.uwo.ca/learning